Implementation Checklist

Sonday System®

Teacher:_____   Date:_____

School:_____   District:_____

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1 | **Read Sounds**

The goal is automaticity. Are students rapidly going through the card pack?	Yes No
If there is an error, are you facilitating TRACING with ALL students?	Yes No
Are you listening to the students' pronunciation and correcting their pronunciation if necessary?	Yes No

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2 | **Spell Sounds**

Are you able to get through all three activities (Spell Sounds, Ask Questions of Learner and Ball Toss) in the two minutes allowed?	Yes No
Correcting errors:	
Do the students cross out the letter, not erase the letter, and rewrite the correct letter 2-3 times?	Yes No
If an error occurs, are you saying: "Someone wrote /_____/. I wanted /_____/."	Yes No
Do you repeat the sound the student wrote, then repeat the sound you originally dictated? Example: "Someone wrote /i/ and I wanted /e/. Everyone check your paper. If you have anything but /e/ cross it off. Everyone, let's write /e/ 2 more times."	Yes No
Does each student write the correct letter on the line in their Student Notebook?	Yes No

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3 | **Read Words**

Pace: The goal is to balance pushing the pace while not going too fast. Student responses should be accurate and automatic. Are students reading word cards, word lists or sentences quickly and accurately?	Yes No
For reading errors, are you having the students trace with two (2) fingers of the writing hand, sound out each letter in the word, and then having the students blend the sounds together to read the whole word?	Yes No
Correcting Errors: Are you asking eliciting questions in order for the students to respond correctly?	Yes No
Are you timing students to assess automaticity?	Yes No
With the whole group, did you use vocabulary strategies to demonstrate meaning for one to three (1 to 3) words?	Yes No

Total for Page 1   Yes_____   No_____

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4   **Spell Words**

Are you Touch Spelling each dictated word with the students?	Yes No
Do you use eliciting questions to facilitate error correction with words?	Yes No
Do the students cross out the error, not erase, and rewrite the whole word correctly 2-3 times?	Yes No
Do you use grammatical teaching strategies to correct sentence errors, i.e.: capitalization, punctuation and spelling?	Yes No
Do you have your students read back the words and sentence(s) just written using proper chunking or phrasing?	Yes No

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5   **Introduce New Material**

Are you introducing the new sound rule or concept in a multisensory manner by going from gross to fine motor?	Yes No
Are you introducing one new sound, rule or concept at a time and teaching it to mastery before moving on to the next new sound, rule or concept?	Yes No
Did you emphasize and repeat the new sound, rule or concept when reading *and* spelling the new words?	Yes No

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6   **Read Aloud**

Did you use one (1) or more comprehension strategies before, during, and after student reading?	Yes No
Did you incorporate vocabulary?	Yes No
Are the students reading appropriate level books?	Yes No

Total for Page 2   Yes_____   No_____

Total for Page 1   Yes_____   No_____

Checklist Total   Yes_____   No_____

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